



Sandstone Trust Conference

27th November 2023

at Tarporley High School & Sixth Form College



*“Experiencing excellence
through dynamic
partnership”*



Welcome from Jason Lowe

Welcome to the Sandstone Trust Conference, the first time that teaching staff and teaching assistants from all schools in the Trust have met collectively. We hope that the day will be an enjoyable and informative one. Many thanks to the planning team – Andy Davies, Liam Holian, Sarah Brookes and Ffion Eaton who have planned the day and to James Bowland for pulling together the information in this pack. Our hope is that you leave with a better understanding of Multi Academy Trusts in general, where our Trust is currently, our ambitions for the future and professional development opportunities for you.

An important part of today will be meeting colleagues from other schools in the Trust. There is a great deal of experience and expertise in all of our schools which we can benefit from. I am grateful to the colleagues who are delivering workshops today; I know they have put a great deal of thought into them. They will certainly give you an insight into just some of the excellent practice in the Trust and beyond. There are also opportunities to network with others informally at break and lunchtime.

Today is a starting point, an introduction to the Trust and initial contacts made with colleagues from other schools. We would encourage you to share contact details so that you can follow up on areas of interest after today. I am confident that each school will benefit from being in Sandstone Trust; our schools share the same values and ethos and a determination that every child experiences the best possible education, experiences and support during their time with us.

Have a great day.

A handwritten signature in black ink, appearing to be 'JL' or similar initials.



Respect



Collaboration



Honesty



Exploration



Sandstone Trust Conference

27th November 2023

8.30 - 9.00 Registration in Sixth Form College

9.00 - 9.30 Building our Trust (Jason Lowe)

9.30 - 10.30 Human Flourishing - The Power of people in MATs -
Samira Sadeghi from the Confederation of School Trusts (CST)

10.30 - 11.00 Break/Networking

11.00 - 12.00 Workshop 1

12.15 - 1.00 Lunch/Networking

1.00 - 2.00 Workshop 2

2.15 - 2.45 Networking Meetings

2.45 - 3.15 Next steps, evaluation and close (Jason Lowe)

We are committed to nurturing a love of learning; we promote a philosophy of continuous improvement in every aspect of the school's work and life; and we have the highest expectations.

Personal qualities including a desire to learn, an enquiring mind, good manners, honesty and concern for the well-being of others are important values we teach through our curriculum.

We strive to ensure our curriculum and happy, stimulating environment are backed up by a rigour and unrelenting focus on academia. We also have a full sporting and non-sporting extra-curricular offer.

We always want learning to be stimulating, challenging and fun. Whether in the classroom or outdoors, our staff ensure that learning is always tailored to the pupils' needs.

Our families are proud of the warm, supportive atmosphere in our village school.

School Development Priorities 2023

Our curriculum is ambitious, engaging and promotes thinking of others and the wider world.

We have high academic standards compared to schools both locally and nationally.

Our learners are highly literate and articulate.

Our education is inclusive and is consciously adjusted to meet the needs of learners.

Children are not limited - because we have high expectations for all



Contextual Information

Eaton Primary School is a 1 form entry, smaller than average sized primary school, with 153 pupils on roll (Oct 2023). The school has in recent years expanded to a 1 form entry from 0.5 form entry and has increased its pupil numbers in recent years. The school currently has 7 single-aged classes. Most classes are smaller than average due to the expansion. The school serves a wide catchment area with over two thirds of its pupils living out of catchment. The proportion of pupils known to be eligible for free school meals and the pupil premium are below average. The overwhelming majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is below average. An out-of-school club managed by the school operates on the site before and after school. There is a pre-school and nursery on site which is run separate to school and they also run before and after school care for their children.

From January 2019 the school the now Executive Headteacher, who has been head of Tarvin since 2010, has led both Eaton and Tarvin since, being joined by the Head of School in September 2019. The Head of school moved from Tarvin.

The SENCO has been in post since September 2019. The school has recently appointed a senior teacher to a new assistant head role, which started in September 2023.

The school works closely with other educational establishments including the on-site nursery. The governing board had a new chair and vice chair shortly before the last inspection. There have been a number of new governor appointments and there has been a full review of governance – the school has received, and subsequently been reaccredited with, the inspiring governance award.

The school has had a large range of regular accountability measures since the OFSTED inspection in Feb 2019 – including regular support from an ASIA, T&L reviews, NLE visits, governor review, pupil premium review, regular safeguarding audits and SLE monitoring. As part of this, the school has been awarded the Primary Science Award (Gilt), History Quality Mark (Gold) and the Basic Skills Quality Mark.

ENGAGE

INSPIRE

ACHIEVE



“Leaders are ambitious for all pupils to succeed academically. Pupils, including those with special educational needs and disabilities, benefit from a high-quality education.”

OFSTED April 2023

Tarporley High School & Sixth Form College is an excellent 11-18 school at the heart of a rural Cheshire community that extends between Chester to the west and Nantwich to the east. Our school vision is “Aspire Learn Achieve”.

Our aim is to provide the very best learning and personal development opportunities for every young person in the communities that we serve. Our teaching and support staff are highly qualified, very skilled, and together share the strongest dedication to ensuring that all our students are safe, wholeheartedly enjoy their learning, and achieve to their full potential. My priority as Headteacher is for every student to enjoy excellent teaching and pastoral support, to be valued and respected as an individual, and to play a full and active part in school life.

The day-to-day atmosphere of our school is warm, friendly, orderly and purposeful. We are keen for all our students to develop as confident, responsible and considerate individuals who excel and make a lasting contribution within and beyond their school life. We are extremely proud of their outstanding achievements in all walks of life.

From Year 11 cohorts of up to 210, just over half of students move on to new destinations Post-16. Our careers programme is highly successful and we rightly celebrate the success and choices of students who move to a range of local providers, apprenticeships and employment. We welcome between 90 and 100 students into our own outstanding Sixth Form College. Each student chooses a learning programme from over 20 A Level courses and all students make a contribution to a broad offer of thriving enrichment activities. After sixth form, our students gain places at a wide range of universities including Oxbridge, on prestigious apprenticeships and with high-quality employers.

School Development Priorities 2023

The achievement journey

Student resilience and engagement

Great Tarporley Lessons

Shaping our culture



Contextual Information

Our senior leadership team comprises of Headteacher, Deputy Headteacher, three assistant headteachers, our SENCO and two associate assistant headteachers. All members of SLT have leadership and management responsibilities across both curriculum and pastoral areas. We have six Curriculum Leaders and six Pastoral Leaders overseeing subjects, courses and cohorts.

1199 students on roll • 1184 students with English as a first language; 8 other first languages • 115 students eligible for FSMs on census day 2023
23 students receiving SEN funding on census day 2023 • 127 students with SEN code on census day 2023
124 staff: 50 full time teachers; 25 part time teachers • 18 full time support staff; 31 part time support staff

ASPIRE
LEARN
ACHIEVE



As a thriving, inclusive community school, we provide caring, pastoral care, aim for excellent academic results and offer superb opportunities for our pupils. Our entire ethos is built around ensuring we give every family the highest levels of care, that every child is stretched and supported to achieve as high as they can, and that we ask ourselves continually what we can do to increase our offer to our children and their families. We believe in developing the whole child – mentally and physically, placing high importance on wellbeing and encouraging healthy lifestyles.

Our school motto is 'Learn and Grow'. We want our children to become adults who are kind, confident, ambitious, empathetic and resilient. Our safe and secure culture enables children to try new things and to understand that making mistakes is part of the learning process. It is by embodying these values, that our dedicated and passionate staff are able to provide such an excellent overall provision.

We promote a philosophy of continuous improvement in every aspect of the school's work and life. We continually ask ourselves, 'Does every decision benefit the children?'

Personal qualities including a desire to learn, an enquiring mind, good manners, honesty and concern for the well-being of others are considered fundamental.

At Tarvin Primary School, we have 3 main aims.

- happy children who love coming to school and are progressing extremely well in their learning.
- happy parents and guardians who are pleased with the school and their children's levels of learning.
- happy staff who are developing personally and professionally.

School Development Priorities 2023

Our curriculum is ambitious, conscious and holistic

We have high academic standards – locally and nationally

Our learners are highly literate and articulate

Our education is inclusive and is consciously adjusted to meet the needs of learners

Children are not limited because we have high expectations for all



Contextual Information

Tarvin Primary School is an average sized primary school, with 247 pupils on roll (Nov 2023). The school has recently made the decision to reduce to 1 form entry (from 1.5) and has a plan for reduction over a period of years due to lower birth rate in the catchment area. The school currently has 10 classes. There are two classes in both years 6 and 2 as well as an additional mixed year 3/4 class. Years R, 1 and 5 have just one class. The school serves an area of mixed housing. The proportion of pupils known to be eligible for free school meals and the pupil premium are below average. The overwhelming majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is as well as the number of pupils with an EHCP is slightly above average – although this need is not spread evenly across the school. Some cohorts have a much higher level of need than others. An out-of-school club managed by a separate business operates on the site before and after school. There is a pre-school and nursery on site which is run separately to school and they also run before and after school care for infant children and a holiday club.

The Executive Headteacher works at both Eaton and Tarvin schools and there is a Head of School and a SENDCO. The HOS has also been at the school alongside the Executive Headteacher for many years and was previously Deputy HT since 2008. The school holds a number of awards including the Primary Science Quality mark (Sep 2022), BSQM (2021), the Games Mark Gold (Sep 2022) and the History Gold Award (Feb 2022). The school is fully inclusive. The SENDCO started their role in March 2022, having previously been a class teacher. The school recently appointed two Assistant Headteachers (Sept 2023).

**LEARN
AND
GROW**



“Weaverham High School is a wonderful place to learn.”

OFSTED March 2020

Our vision is clear, we want Weaverham High School to be a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We celebrate uniqueness and see individuals. We understand that our pupils have hopes and dreams, challenges and barriers and it is our privilege to celebrate their worth and their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world. We will work tirelessly to ensure individual barriers are overcome so pupils are challenged and supported in equal measure. Our desire is to nurture talent, ability and ambition with energy, creativity, determination, relentless kindness and high expectations. When we combine such a desire with our ethos of Safe.Ready.Respect you will thrive in our care.

We have a clear and ambitious vision for school improvement that is woven into the 6 strands that define the Weaverham offer. This offer is underpinned by an 'Ethic Of Excellence' 5, where the following principles guide our strategy to ensure we are the best we can be:

An Ethic of Excellence



- Assign work that matters
- Study examples of excellence
- Build a culture of critique (be kind, be specific, be helpful/listen, reflect, review)
- Require multiple revisions
- Provide opportunities for public presentation

School Improvement Priorities

Equitable provision leads to improved outcomes for all

Empowering staff through Personal Growth Plans which enable autonomy and accountability

Ensuring consistency through shared routines and high expectations



Contextual Information

Weaverham High School is an average sized school with 1167 students on roll. On indicators of deprivation, WHS is in the 4th percentile with FSM/PP lower than national average. Our FSM6 population is 19.25% v 26.9% National. There are lower than average numbers of SEND students under category E/K 8.29% v 11.92% National. The percentage of SEND pupils under category E is below national standing at 1%. The Senior Leadership Team comprises Headteacher, Deputy Headteacher responsible for Ethos, Climate for Learning & Personal Development, Deputy Headteacher responsible for Raising Standards, Assistant Headteacher responsible for T&L, Assistant Headteacher responsible for Intervention and Resilience and an Assistant Headteacher responsible for Wellbeing & Aspiration. We appointed an Associate SLT member in Sept 23. There are 142 employees at WHS (excluding invigilators). There are 72 teachers (excluding peri) who work of whom 2 are ECT. We are fully staffed and all subjects are taught by qualified teachers.

**BEST
VERSION
OF YOU**



Workshop I

Title	Session Leads	Overview
<p>Aspiring to Middle Leadership</p> <p>DI20</p>	<p>Emma Gildea <i>Lead for ECTs, NPQs and school to school support</i> Tarpорley High School & Sixth Form College</p>	<p>This session is aimed at those colleagues who are interested in taking their first steps in leadership. We will explore what inspires us to lead and the fundamentals of successful leadership. In a practical and discursive forum, colleagues will have the opportunity to consider their own aspirations and define a personal development plan to ensure they take the practical steps to build the knowledge and skills necessary to lead.</p>
<p>Aspiring to Senior Leadership</p> <p>DI10</p>	<p>Clare Morgan <i>Headteacher</i> Weaverham High School</p>	<p>For the betterment of our beloved profession, we must ensure we invest in the potential leaders of the future. Don't allow imposter syndrome to influence you! This session will give you clarity around the personal qualities, strategic vision and ethical leadership that are the foundations of being an effective school leader.</p>
<p>Challenge for All</p> <p>DI08</p>	<p>Kathryn Bee <i>Head of Geography</i> Weaverham High School</p> <p>Beth Montgomery <i>Second in English</i> Weaverham High School</p>	<p>Providing every pupil with the opportunity to achieve their very best is the cornerstone of high-quality teaching. In this session, we will explore practical methods through which to challenge and engage all pupils within your class.</p>
<p>Effective Feedback and Responsive Teaching</p> <p>DI09</p>	<p>Ffion Eaton <i>Assistant Headteacher</i> Tarpорley High School & Sixth Form College</p> <p>Liam Holian <i>Assistant Headteacher</i> Weaverham High School</p>	<p>The EEF states that effective feedback is the least costly and most efficient way to improve pupil outcomes.</p> <p>In the session we will explore how to both deliver effective feedback and develop responsive teaching, whilst at the same time shifting teacher focus from onerous marking to planning effective lessons. The session will look at feedback through two lenses, firstly Ffion will discuss Tarpорley's journey in creating a culture of effective feedback and responsive teaching. Liam will then discuss Weaverham's first steps along this journey.</p>
<p>Making play-based provision work in KSI</p> <p>DI15</p>	<p>Laura Turner <i>KSI Lead</i> Woodheys Primary School</p>	<p>This session will explore the importance of play-based provision in KsI, delving into the research behind it to ensure a successful transition from the EYFS alongside the practicalities of implementing continuous provision.</p>
<p>Phonics</p> <p>DI16</p>	<p>Hannah Weston <i>Year 1 Teacher and Phonics Lead</i> Tarvin Primary School</p>	<p>In this workshop, Hannah will give an overview of how and when Phonics is taught, the methods and format used to teach it to younger children, and discuss how this can be adapted and applied by colleagues to support and teach older children with gaps in their reading and phonetic knowledge.</p>
<p>Practical Applications of Cognition Science in the Classroom</p> <p>DI11</p>	<p>Victoria Rutter <i>Teacher of Science</i> Tarpорley High School & Sixth Form College</p>	<p>Cognitive science helps us to understand the human mind and how it learns. In this session we will explore Bruce Robertson's 'Forgetting Pit' model of memory and learning and consider the practical application of this in the classroom. Linked to this, we will also review cognitive load theory and explore ways to reduce cognitive overload to improve the progress of all learners in our class.</p>
<p>Quality First Teaching</p> <p>Main Hall</p>	<p>Sarah Shaw Chester University</p>	<p>Quality First Teaching has been a strategic focus in schools for some time so that students with SEND are able to access the curriculum and make the progress of which they are capable. QFT benefits all students not just those with additional needs. This session will explore evidence informed practice from the EEF and will provide opportunities to share practice which will benefit teachers and teaching assistants in their work with students with SEND.</p>

Title	Session Leads	Overview
Spelling D105	Gareth Davies Literacy Consultant	Are you looking to develop spelling accuracy with your pupils? This workshop will support delegates by: -Considering progression in spelling -Providing strategies to support spelling -Considering learning environments and the role of feedback -Supporting them in finding and plugging gaps in spelling
Strategies for behaviour de-escalation Sixth Form Study Room - Sixth Form Centre	Graham Chatterley Behaviour Consultant	This workshop focusses on how staff reactions impact situations. How they can be calmed or escalated. It looks at how behaviours are sometimes perceived incorrectly and the root cause may be masked by poor behaviour. It will look at consequences and how they can be more effectively used to make behavioural mistakes into learning opportunities.

Workshop 2

Title	Session Leads	Overview
Instructional Coaching D116	Katie Jones <i>Head of History</i> Weaverham High School	Instructional coaching is a process by which teachers and coaches work together as partners to drive teacher improvement. In this session, we will discuss the theory and implementation of instructional coaching and how we can use it within schools to drive teacher development ever forward.
Learning from My First Years of Teaching D Block Meeting Room - Ground Floor	Elizabeth Hazeldine <i>Subject Lead Photography</i> Weaverham High School	The first years of teaching can be a steep learning curve. In this session, Lizzie will talk you through her personal teaching journey over the last three years and offer advice regarding how to get on top of challenges such as workload and get the most from the demanding yet rewarding role of the classroom teacher.
Making play-based provision work in KS1 D115	Laura Turner <i>KS1 Lead</i> Woodheys Primary School	This session will explore the importance of play-based provision in KS1, delving into the research behind it to ensure a successful transition from the EYFS alongside the practicalities of implementing continuous provision.
Metacognition – practical classroom strategies that really work Main Hall	Tina McMillan <i>Director of Sixth Form</i> Tarpoley High School & Sixth Form College	“Thinking about thinking and learning how to learn” – this session involves improving students’ (and our own) awareness of learning and thinking processes. This will be an interactive session where we will share teaching and learning approaches to encourage better critical reflection. The aim is for our students to become more cognitively active – to study smarter and not necessarily harder.
Quality First Teaching D111	Sarah Shaw Chester University	Quality First Teaching has been a strategic focus in schools for some time so that students with SEND are able to access the curriculum and make the progress of which they are capable. QFT benefits all students not just those with additional needs. This session will explore evidence informed practice from the EEF and will provide opportunities to share practice which will benefit teachers and teaching assistants in their work with students with SEND.

Title	Session Leads	Overview
Removing Barriers and Ensuring Challenge in Practical Subjects D108	Stephen Simpson <i>Head of P.E</i> Weaverham High School	Providing every pupil with the opportunity to achieve their very best is the cornerstone of high-quality teaching. In this session, we will explore practical methods through which to challenge and engage all pupils within your class regardless of starting point with a particular focus on more practical subjects.
Spelling D105	Gareth Davies Literacy Consultant	Are you looking to develop spelling accuracy with your pupils? This workshop will support delegates by: -Considering progression in spelling -Providing strategies to support spelling -Considering learning environments and the role of feedback -Supporting them in finding and plugging gaps in spelling
Staff Well-Being D109	Gary Makin <i>Assistant Headteacher</i> Weaverham High School	A strategic approach towards staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. In this session we will look at how using 'The 10 Ways to Support Staff Wellbeing', along with DfE guidance, can be used to create a staff-centric well-being strategy, culture and environment.
Strategies for behaviour de-escalation Sixth Form Study Room - Sixth Form Centre	Graham Chatterley Behaviour Consultant	This workshop focusses on how staff reactions impact situations. How they can be calmed or escalated. It looks at how behaviours are sometimes perceived incorrectly and the root cause may be masked by poor behaviour. It will look at consequences and how they can be more effectively used to make behavioural mistakes into learning opportunities.
Year 6 English – Standards, expectations and Methods D120	Liam Wright <i>Assistant Headteacher</i> Eaton Primary School Jessie Raggett <i>English Lead</i> Tarvin Primary School	A clear understanding of the expectations and standards in Reading and Writing at the end of Primary School, along with the methods used to reach these standards, will be of benefit both to those teaching this subject to older and younger children. Liam and Jessie are both experienced Year 6 teachers who will discuss these, sharing examples of work and discussing their approach to teaching this age group.
Year 6 Maths - Standards, Expectations and Methods D110	Chris Beesley <i>Assistant Headteacher</i> Tarvin Primary School Tom Flaherty <i>Assistant Headteacher</i> Tarvin Primary School	A clear understanding of the expectations and standards in Mathematics at the end of Primary School, along with the methods used to reach these standards, will be of benefit both to those teaching this subject to older and younger children. Chris and Tom are both experienced Year 6 teachers who will discuss these, sharing examples of work and discussing their approach to teaching this age group.

Networking Meeting Rooming

Subject Group	Lead	Rooming
Art & Design/Photography	James Bowland	D101
Business Studies	Lisa Berry	D108
Computing/ICT	Anna Roberts	D113
Drama/Dance	Elle Roberts-Williams	B1
English/Media	Carys Jones	D111
Geography	Mike Hutchinson	C205
History	Tom Gibbons	D120
Maths	Ben Jones	C102
Modern Foreign Languages	Helen Nutton	D116
Music	Llion Williams	C106
Physical Education	Joe Morphet	C1
Religious Studies	Ben Cox	D110
Science	Jen Lees	D9
Technology	Bill Voyce	D1

Secondary Subsidiary Group	Lead	Rooming
Year Leaders	Jody Pryor	C2
Literacy	Susie Gray	Library
SENDCO & TA'S (inc. Primary Colleagues)	Alison McClean	D115
STEM Challenge	Rachel Almond	D3
ITT Leads	Steve Chappell	C204
Pastoral Support	Charlie Barton/Jane Hough	D109

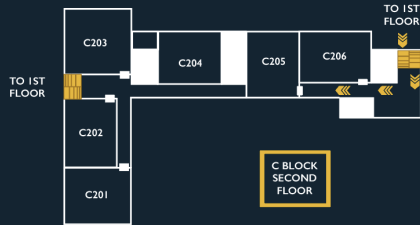
Primary Networking	Rooming
All Primary Colleagues except SENCO & TAs	Sixth Form Study Room



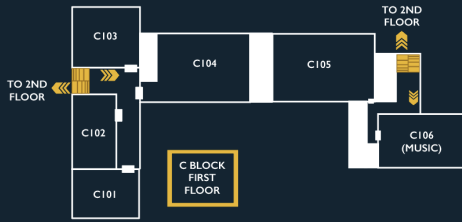
TARPORLEY HIGH SCHOOL & SIXTH FORM COLLEGE

INTERNAL ROOM LAYOUT

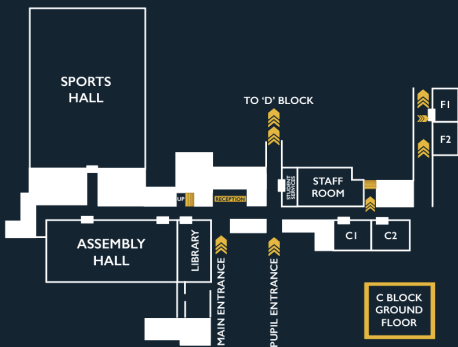
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C BLOCK SECOND FLOOR



C BLOCK FIRST FLOOR

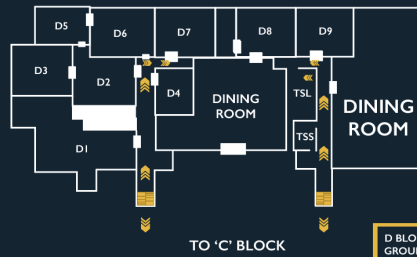


C BLOCK GROUND FLOOR

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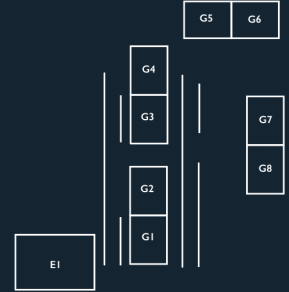


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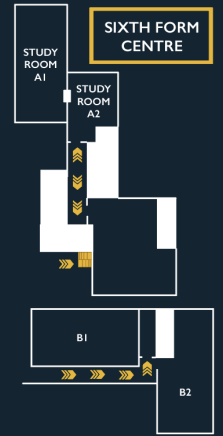


D BLOCK GROUND FLOOR

E & G BLOCK



A & B BLOCK



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